



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Phonemic Awareness

The Skills They Need to Help Them Succeed

By Dr. Michael Heggerty



Acknowledgments

- Dr. Michael Heggerty
- Dr. Anita Archer
- David Kilpatrick
- Dr. Roland Good
- Dr. Ruth Kaminski

Group Expectations

Be responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phone and pagers
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and Internet browsing

Be Safe

- Take care of your own needs

Pause for Partnering



Purpose and Intended Outcomes

Participants will:

- ✓ Define phonological & phonemic awareness
- ✓ Understand how phonemic awareness **fits** into the science of teaching reading
- ✓ Know what to look for in phonemic awareness **data to determine** student needs
- ✓ Learn how to **teach** the lessons & practice delivering the lessons

Agenda

- 1.0 The What: Phonological & Phonemic Awareness
- 2.0 The Why: The Science of Teaching Reading
- 3.0 The How: Get Ready to Teach
- 4.0 The Who: Linking Program to Data

1.0 The What: Phonological & Phonemic Awareness

Big Units to Small Units...

In Module 1.0, We Will...

- Define phonological & phonemic awareness
- Practice identifying the skills & tasks associated with both
- Review the scope & sequence of the Heggerty program

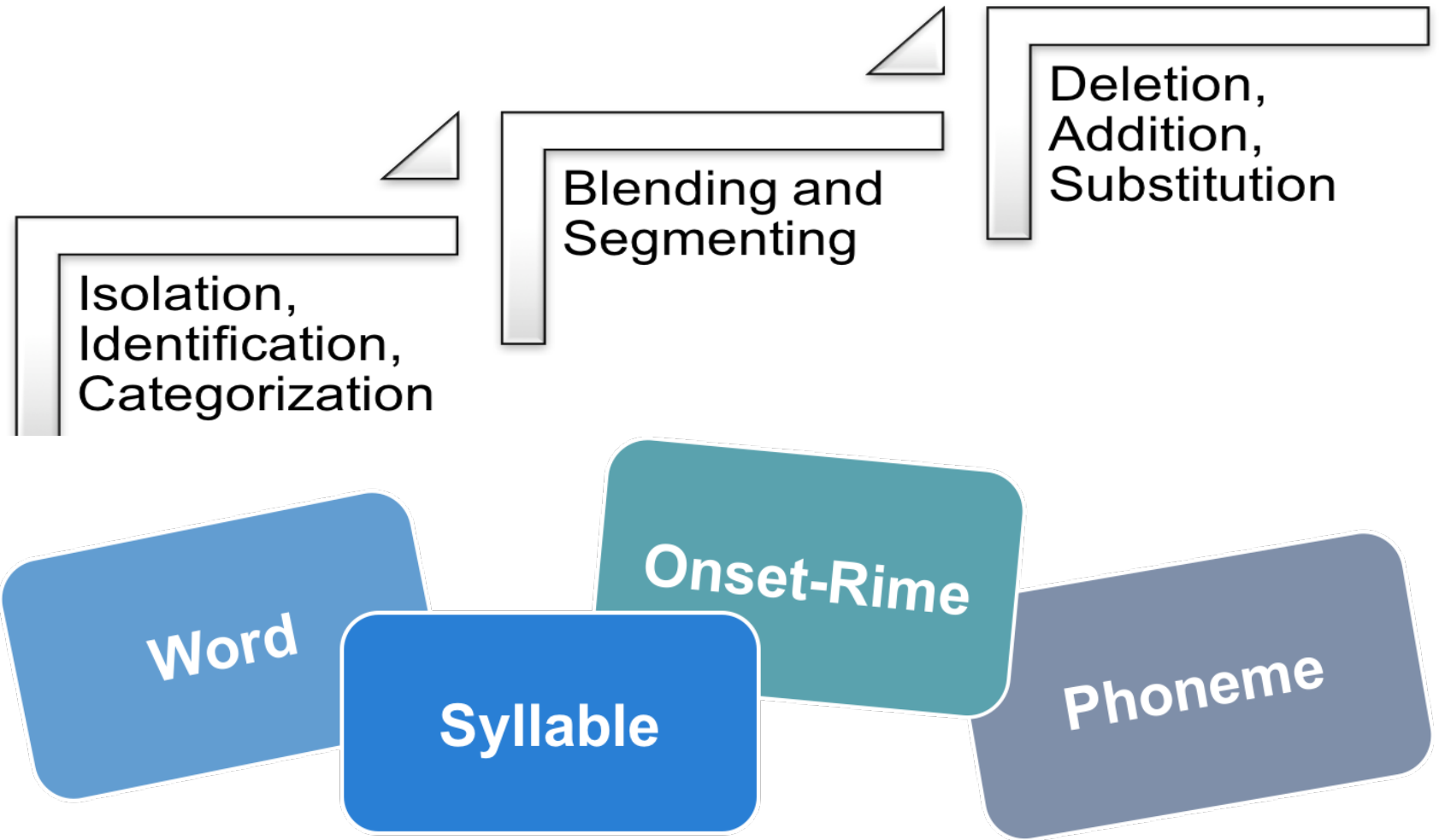
Phonological Awareness Reminder



Its all about SPOKEN
sounds!

No PRINT involved!

Phonological Awareness: What



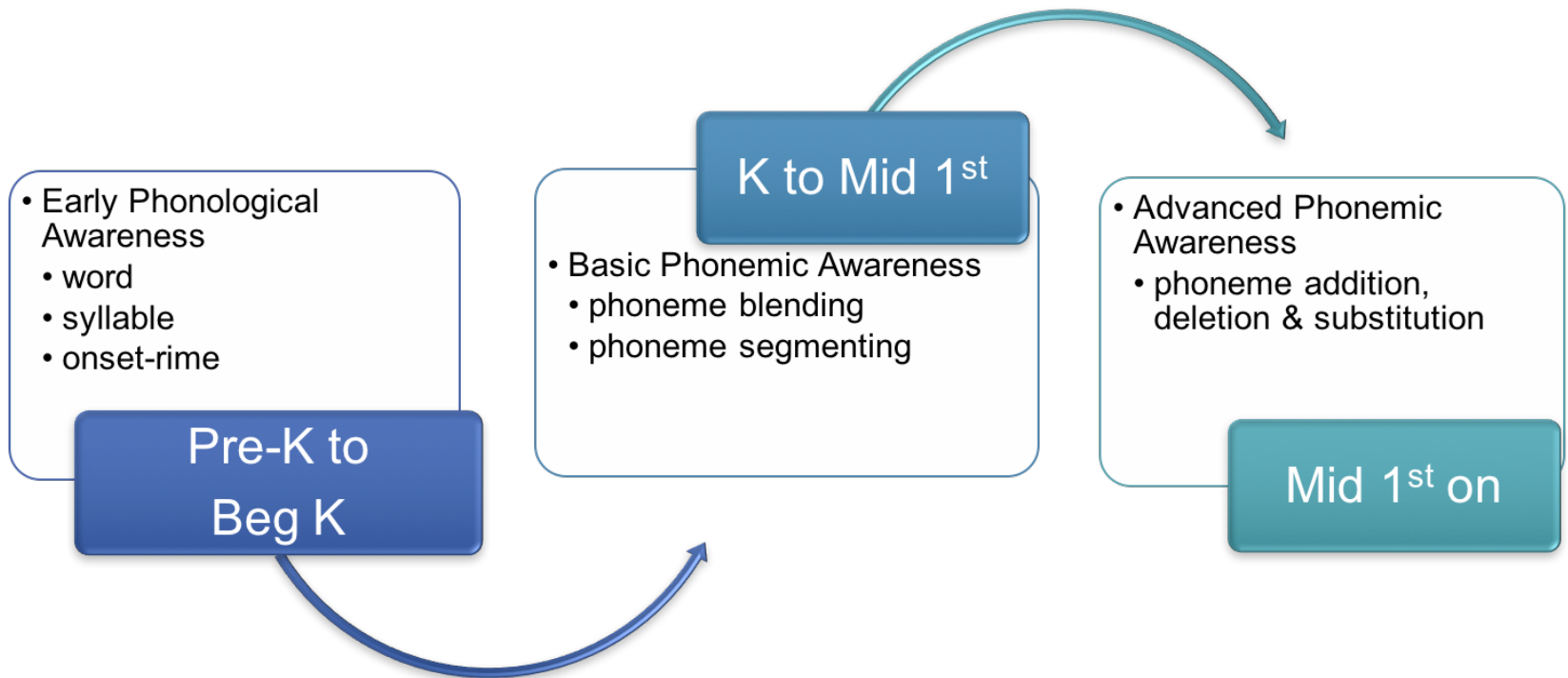
Activity 1.1

Match Up!

Use the cards provided. Read the activity description & place cards in order of level and task.

Phonemic Awareness Development

	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis (Addition, Deletion & Substitution)			



The Three Phases of Word Reading Development depend on their Phonological Counterparts

Phonological Skill Development	Word Reading Development
Early Phonological Awareness (Rhyme, Alliteration, Syllables, First Sound Awareness)	Letters and Sounds
Basic Phonemic Awareness (Phoneme Blending and Segmenting)	Phonic Decoding
Advanced Phonemic Awareness (Phoneme Manipulation, Substitution, Deletion, Addition)	Automatic Word Decoding

Ehri, 2005; Kilpatrick, 2015

Phonemes: The Definition

A **phoneme** is the smallest meaningful unit of sound in spoken language.

Phonemes are linguistic units, not units of writing.

bit

bait

butte

bought

Reith and Stuart, 2008

Sounds in English

Although English has only 26 letters, it has:

18 vowel phonemes

+ 25 consonant phonemes

43 distinct sounds

Phoneme Practice

Word	# of Phonemes	Write each phoneme
pen	3	/p/ /ě/ /n/
cliff		
speech		
knife		
marker		

Phoneme Practice Answer Key

Word	# of Phonemes	Write each phoneme
pen	3	/p/ /ě/ /n/
cliff	4	/c/ /l/ /ĭ/ /f/
speech	4	/s/ /p/ /ee/ /ch/
knife	3	/n/ /ie/ /f/
marker	4	/m/ /ar/ /k/ /er/

What is phonemic awareness?

“**Phonemic awareness** refers to the ability to focus on and manipulate phonemes in spoken words.”

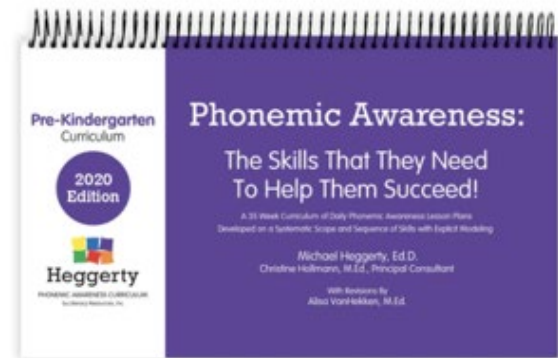
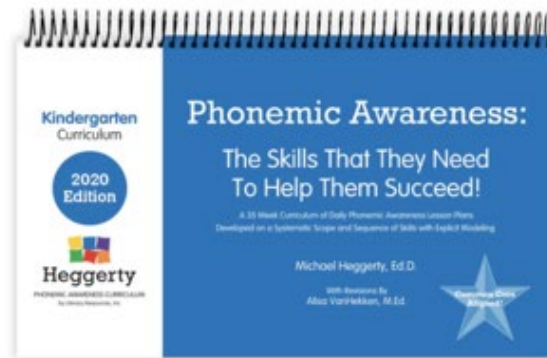
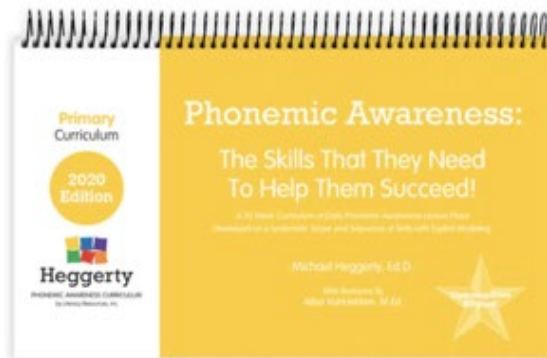
National Reading Panel, 2000

Phonemic Awareness vs. Phonics

Phonemic Awareness	Phonics
Focuses on phonemes (sounds)	Focuses on phoneme (sound)/ grapheme (letter(s) associations)
Deals with spoken language	Deals with written language
Auditory	Visual & Auditory
Students work with manipulating sounds and sounds in words	Students work with reading & spelling words using phoneme/ grapheme associations
Hear the language	See text representing the language

Heggerty: Three Versions

- Primary (1st) – Yellow
- Kindergarten – Blue
- PreK - Purple



About the Program – More What

- A research-based program for PreK, K, & 1st
- Intended to be done as a whole class
- Takes 12-15 minutes daily
- 35 weeks of curriculum provided
- Scope & Sequence designed to address multiple skill sets at increasing levels of difficulty (larger units to individual phonemes)

Activity 1.2

Scope & Sequence

- **Kindergarten: Turn to page xv.**
- **1st grade: Turn to page xiii.**
- **With your partner, review the weekly lesson skills/levels & the how the skills/levels of difficulty progress over 35 weeks. Answer the following questions below:**
 - **What stays consistent for 35 weeks?**
 - **What changes over time & when do these changes happen?**

Phonological Awareness Progression K

Task	Compound Word Week 1-4	Syllable Week 5-8	Onset-Rime Week 9-12	Phoneme Week 13+
Blend	after...noon night...time	can...dy doc...tor	c-ab b-ack	/b/ /a/ /t/ /h/ /i/ /m/
Segment	football skateboard	number begin	cab back	fix van
Add	room + bath room + class	funny + er easy + er	at + /b/ at + /s/	it + /f/ an + /p/
Delete	fireman-man mailman-man	cleaning-ing dusting-ing	ham - /h/ fit - /f/	rim - /r/ doll - /d/
Substitute	birthday – birth to sun & the word is?	colder – cold to fast & the word is?	bag - /b/ to /r/ & the word is?	tock - /t/ to /r/ & the word is?

What's the Difference?

Onset-Rime

- The onset is everything before the vowel sound. The rime is the vowel and everything after it in the word.

h-oo-p

c-an

Body-Coda

- The body of the word involves everything up to and including the vowel. The coda is everything that comes after the vowel sound.

hoo-p

ca-n

2.0 The Why: The Science of Teaching Reading

Law, Science, & Research...Oh My!

In Module 2.0, We Will:

- Review key elements of the Third Grade Reading Law
- Clarify how phonemic awareness fits into the science of teaching reading
- Understand what research says about teaching phonemic awareness
- Develop language to support the sense of urgency around this critical skill

Third Grade Reading Law

Recent legislation emphasizes the following related to reading instruction in order to ensure that all third graders are reading on or above grade level:

- Early screening assessment in reading for K-3
- Evidence-based core reading instruction
- Individualized intervention for struggling K-3 readers
- **Focus of the 5 major components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension**
- Explicit & systematic instruction

Michigan Department of Education

Michigan Literacy Essentials

By the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts

Coaching Practices



Grades K to 3



Prekindergarten



Birth to Age 3



School-wide and Center-Wide



Grades 6 to 12



Grades 4 to 5



Simple View of Reading

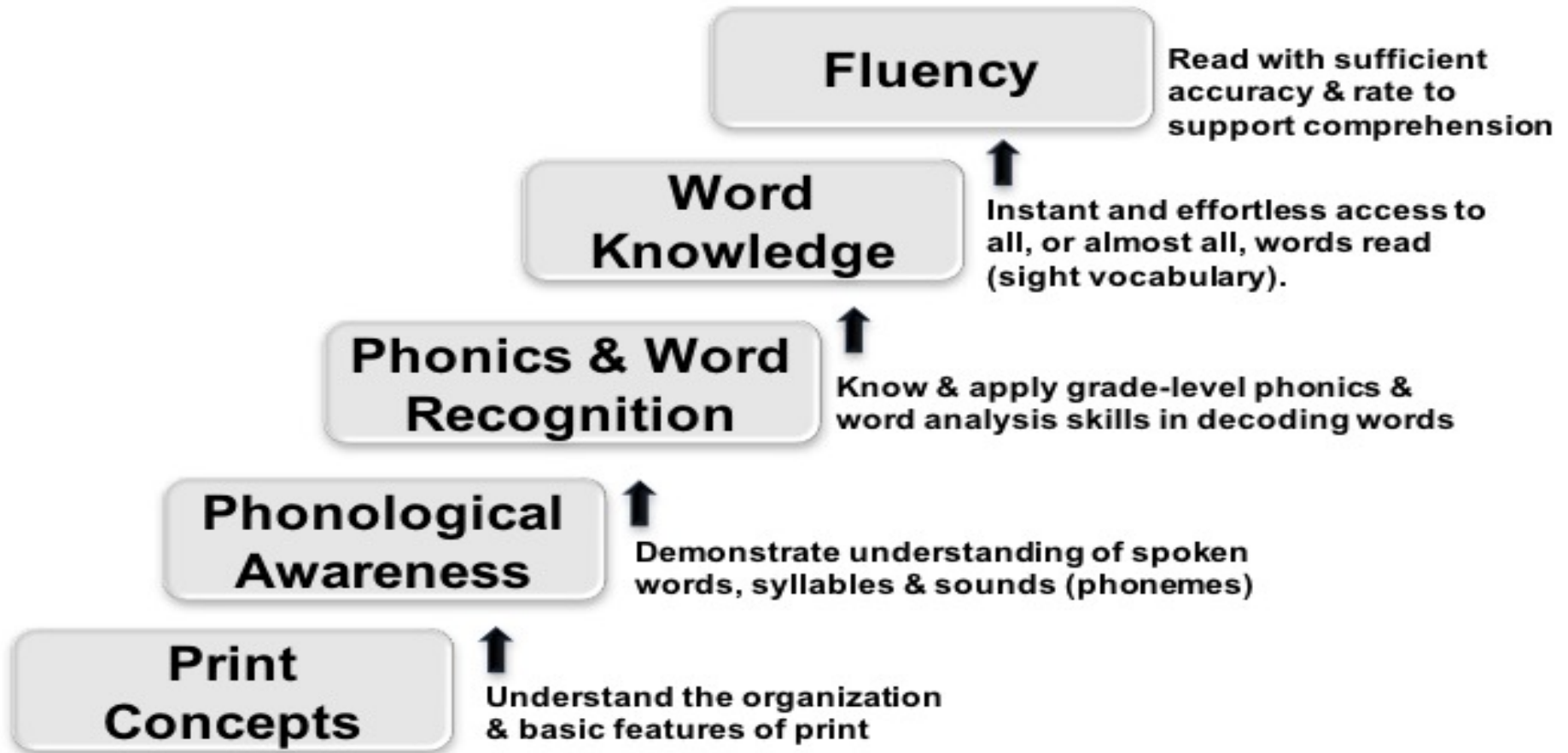
A formula introduced by Gough & Tunmer in 1986



Word-level reading and oral language comprehension are relatively independent abilities.

Gough, 1986

Simple View of Reading: Decoding



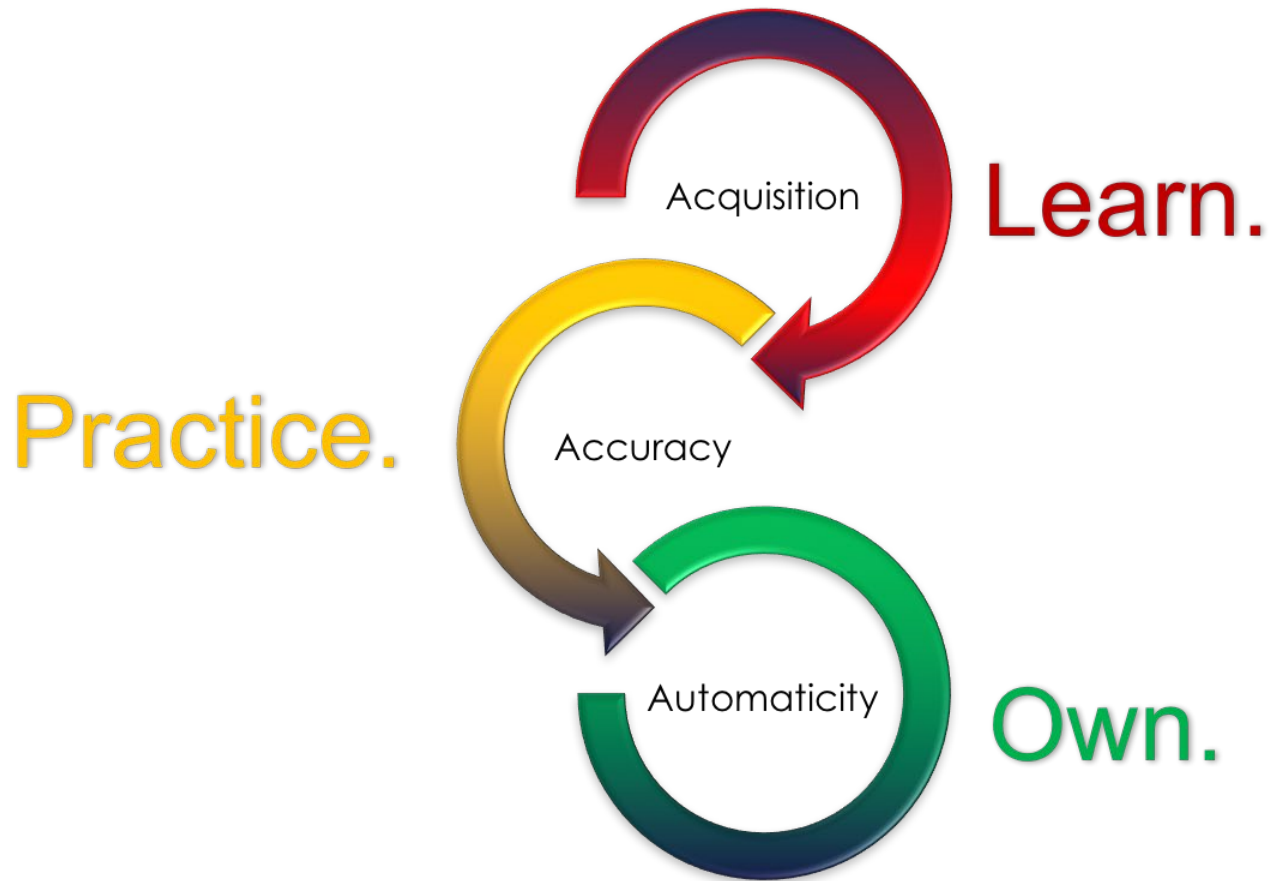
Gough, 1986: Kilpatrick, 2015

Simple View of Reading: Language

Inferential Language Skills	Narrative Language Skills	Academic Vocabulary	Background Knowledge
Ability to discuss topics beyond the immediate context	Ability to clearly relate a series of events	Ability to comprehend and use words	Possesses general and topic-specific background knowledge

Gough, 1986

Do Students Own This Skill?



Changing Emphasis of Big Ideas

	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment	Phoneme Analysis (Addition, Deletion & Substitution)				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

Impact of Phonological Awareness

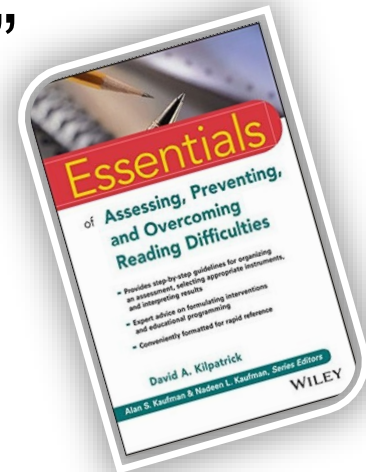
“The degree of outcome in reading progress appears to be directly related to the presence and nature of phonemic awareness training.”

Degree of PA Instruction	Outcome	Standard Score Gains
No PA	Minimal	0 to 5
Basic PA	Moderate	6 to 9
Advanced PA	Strong	12.5 to 25

Kilpatrick, 2015; p. 303

Phonemic Awareness: Why

“Every point in a child’s development of word-level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to their automatic word vocabulary.”



Kilpatrick, 2015

Activity 2.1

What Does Phonological Awareness Do...

Work with your partner and use the chart provided to fill in how phonological awareness supports later literacy development.

What Phonological Awareness Does 1

The ability to...	Will eventually help children to...
Separate words into syllables or beats	Break down a word into parts to spell or decode/read it -- for example, to spell popsicle, it is /pop/ /sic/ //
Recognize and generate words that rhyme	Use known words to read new words -- for example, to use <i>scratch</i> to help them read <i>batch</i>
Recognize and generate words that start or end with the same sound	Learn to associate particular sounds with particular letters -- for example, knowing that <i>Peter</i> starts with <i>p</i> may help <i>Peter</i> recognize that <i>purple</i> also starts with <i>p</i>

Adapted from Bennett-Armistead, Duke & Moses, 2005)

What Phonological Awareness Does 2

The ability to...	Will eventually help children to...
Separate words into syllables or beats	Break down a word into parts to spell or decode/read it -- for example, to spell popsicle, it is /pop/ /sic/ //
Recognize and generate words that rhyme	Use known words to read new words -- for example, to use <i>scratch</i> to help them read <i>batch</i>
Recognize and generate words that start or end with the same sound	Learn to associate particular sounds with particular letters -- for example, knowing that <i>Peter</i> starts with <i>p</i> may help <i>Peter</i> recognize that purple also starts with <i>p</i>

Adapted from Bennett-Armistead, Duke & Moses, 2005)

What Phonological Awareness Does 3

The ability to...	Will eventually help children to...
Separate words into syllables or beats	Break down a word into parts to spell or decode/read it -- for example, to spell popsicle, it is /pop/ /sic/ //
Recognize and generate words that rhyme	Use known words to read new words -- for example, to use <i>scratch</i> to help them read <i>batch</i>
Recognize and generate words that start or end with the same sound	Learn to associate particular sounds with particular letters -- for example, knowing that <i>Peter</i> starts with <i>p</i> may help <i>Peter</i> recognize that purple also starts with p

Adapted from Bennett-Armistead, Duke & Moses, 2005)

Phonemic Awareness & Spelling Link

- Students must be aware of phonemes within words in order to map graphemes onto phonemes. (Ehri & Roberts, 2006)
- Phonemic awareness is **central** in learning to read and spell. (Ehri, 1984)

Activity 2.2

Research Findings

- **Partner #1 read page i.**
- **Partner #2 read page ii.**
- **Select 1-2 findings to share with your partner from your assigned page.**
- **With your partner, use the slides in Module 3.0 to agree or disagree with the statement below.**
 - **Phonemic awareness instruction is an essential part of literacy programs from Pr-eK through 5th grade.**
- **What parts of this module might your grade level team or leadership team need to know regarding this skill?**

The Why: Take Home Points

- Phonemic awareness instruction is an essential part of literacy programs from PreK through 5th grade.
- AGREE!
- Blending & Segmenting are great first steps to creating readers and writers.
 - We blend to read.
 - We segment to spell.
- However, Phoneme Analysis (Addition, Deletion, & Substitution) will build automaticity & strengthen the rate at which students store & retrieve information.

3.0 The How: Get Ready to Teach

Insert drumroll, here.

In Module 3.0, We Will...

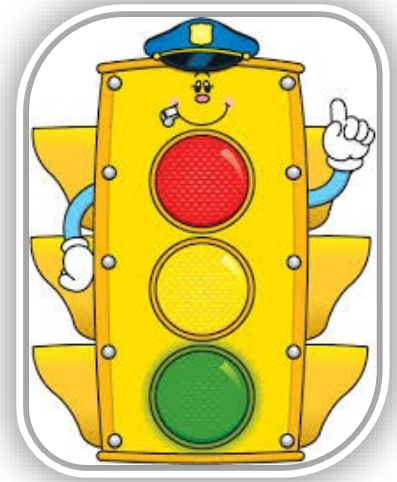
- Understand continuous & stop sound
 - Be able to make them accurately
- Understand voiced & unvoiced sounds & why that matters
- Review the key elements of explicit instruction
- Learn & practice the lessons in Heggerty

Consistent Sound Messages

- Instruction in sounds includes:
 - Stop vs. continuous sounds
 - Voiced vs. unvoiced
 - Pronunciation (how to accurately say the sounds)

Continuous & Stop Sounds Defined

- Continuous sounds: sounds can be made until a person runs out of breath without distorting the sound
 - Examples: /s/, /m/, /a/
- Stop sounds: sounds produced with one short push of breath
 - If a stop sound is held, the sound will be distorted
 - Examples: /b/, /g/, /t/



Continuous vs. Stop Sounds

Continuous	Stop
/f/ /l/ /m/ /n/ /r/ /s/ /v/ /w/ /y/ /z/ All vowel sounds (name and sound)	/b/ /d/ /g/ /h/ /j/ /k/ /p/ /t/

Voiced vs. Unvoiced Sounds

- Voiced sounds: spoken with the “voice box” turned on or resonating
- Unvoiced sounds: spoken with the “voice box” turned off, like a whisper

Voice On	Voice Off
V	F
B	P
Z	S
D	T
G	K

Sound Pronunciation Guidance

Vowel Phonemes			Consonant Phonemes		
short	Ii	/ɪ/	itch	UnVoiced Stop	Pp /p/ pig
short	Ee	/ɛ/	edge	Voiced Stop	Bb /b/ balloon
short	Aa	/ă/	apple	Unvoiced Stop	Tt /t/ time
short	Oo	/ɔ/	octopus	Voiced Stop	Dd /d/ dime
short	Uu	/ʊ/	up	Unvoiced Stop	Kk /k/ kite
Long Vowels				Unvoiced Stop	Cc /k/ can (hard)
long	Ee	/ē/	eagle	Voiced Stop	Gg /g/ gift (hard)
long	Aa	/ā/	acorn	Unvoiced Fricative Continuous	Ff /f/ fog
long	Ii	/ī/	ice	Voiced Fricative Continuous	Vv /v/ vase
long	Oo	/ō/	open	Unvoiced Fricative Continuous	Ss /s/ set
long	Uu	/ū/	use	Voiced Fricative Continuous	Zz /z/ zebra
Unique Sounds				Unvoiced Fricative Continuous	Cc /s/ city (soft)
Blend	Qu	/kw/	quit quack	Voiced Affricate	Jj /j/ jet
Blend	Xx	/ks/	box ax	Unvoiced Affricate	Gg /j/ giraffe (soft)
Consonant Phonemes				Voiced Nasal Continuous	Mm /m/ map
Unvoiced Glide	Ww	/w/	win	Voiced Nasal Continuous	Nn /n/ necklace
Voiced Glide	Yy	/y/	yell	Voice Liquid	Rr /r/ red
Unvoiced Glide	Hh	/h/	heart	Voiced Liquid	Ll /l/ lion

Activity 3.1

Let's Practice

As we watch the video of the correct pronunciation of sounds, make each sound after the demonstrator

Phoneme/Grapheme Practice

Rollins Center ©



Rollins Center
for Language & Literacy

Phonemes

0:01 / 5:29

CC HD



Activity 3.2

Sound Practice

- **Locate the Sound Pronunciation Sheet in the back of your workbook**
- **Partner 1 practice making the voiced/unvoiced and continuous/stop sounds. Partner 2 provide feedback.**
- **Switch and continue until time runs out 😊**

How are the skills taught?

- **From** easy exercises to more difficult
- **From** larger units (e.g., compound words, to syllables) to smaller units (phonemes)
- **From** highly supported activity (*T: says word and first sound; S: read word and first sound*) to independent activity (*T: says word; S: repeat the word and the first sound*)

Activity 3.3

Scope & Sequence Practice

See what you can recall about the program setup. (If you need a hint, refer to pages **xv** or **xiii**.)

1. _____ Naming
2. Rhyming
3. _____ (Beginning Sounds)
4. Blending
5. Final & _____ Phonemes
6. Segmenting
7. _____ Phonemes
8. Adding Phonemes
9. _____ Phonemes
10. Language

Check Your Work

1. Letter Naming
2. Rhyming
3. Onsets (First Sounds)
4. Blending
5. Final & Medial Phonemes
6. Segmenting
7. Substituting Phonemes
8. Adding Phonemes
9. Deleting Phonemes
10. Increasing language skills

How Explicit

New activities should be introduced using explicit instruction:

I do it.

We do it.

You do it.



Expert Minute: Explicit Instruction



How: Active Engagement

Request for Frequent Responses:

- Choral Responses
- Hand Signals
- Gestures / Actions

How: Brisk Pace

Maintain a brisk pace:

- Preview the lesson
- Establish & use routines
- Use clear, concise teacher language
- Limit digressions
- Stay focused

How: Provide Corrections

When a student or students make an error, say the correct response & have students repeat the correct response.

Think:

1. Tell
2. Ask
3. Start again



A Training Example



K Rhyming Lesson Components

Kindergarten

- Hearing and Repeating words that rhyme (kindergarten p. 1)
- Rhyme Recognition: Which word rhymes with? (kindergarten p. 25)

K and Primary Rhyming Lesson Components

Kindergarten and Primary

- Recognizing rhyming words (primary p. 1, kindergarten p. 1)
- Recognizing rhyming words in a series (primary p. 19, kindergarten p. 7)
- Producing a rhyming word with a rime or familiar word (primary p. 28, kindergarten p. 34)
- Producing a rhyming word with a nonsense word (primary p. 13, kindergarten p. 19)

Rhyming – K Teacher Perspective

Skills: Rhyming

(K, Wk 7 p. 19)

Wednesday

- Teacher says the category.
Teacher says the nonsense word.
- Students repeat the nonsense word and say, Not (nonsense word), (real word)
- Ex: T: The number is zine.
S: Not zine, nine!

Category: Parts of your Body

leyeballs	(eyeballs)
zed	(head)
deet	(feet)
mingers	(fingers)
pands	(hands)
barms	(arms)
kips	(lips)

Rhyming – Primary Teacher Perspective

Skills: Rhyming (Primary, Wk 7 p. 19)

Wednesday

- Instructions vary by day
- **Mon, Wed, & Fri:** Teacher reads the word set. Students repeat only the two rhyming words.
- **Tues & Thurs:** Teacher says the word pair. Students repeat the word pair and show thumbs up if the words rhyme, thumbs down if they don't rhyme

had, bid, hid
did, bad, dad
ran, run, bun
ton, den, men
bag, beg, egg
cap, cup, pup
gum, hem, gem
hat, hot, lot
sap, sip, hip

Producing Rhyme Classroom Example



Cathy Hassman - First Grade Lesson Heggerty Lesson Week 15, Wednesday

Rhyming Classroom Example



Amy Kyte- Heggerty Lesson- Kindergarten- Week 5 Wednesday

Activity 3.4

Rhyming Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

Onset Lesson Components

Kindergarten:

- Isolating onset phonemes (initial sounds) in spoken words (p. 1)
- Phoneme Categorization: Which word begins like *? (p. 19)
- Identifying same onset phonemes in a series of words or sentence (p. 13)

Primary: Onset Lesson Components

Primary:

- Isolating onset phonemes (initial sounds) in spoken words (p. 1)
- Isolating the onset phoneme in a series of words (p. 7)
- Phoneme Categorization (p. 37)

Onsets – K Teacher Perspective

Skill: Onset
(K, WK 7, p. 19)

Wednesday

- Teacher says, “Which word begins like *?” and says the two words.
- Students say the work that has the same onset.
- EX: T: Which word begins like can; cake or mop?

S: cake

Which word begins like *?

jacket:	pond, jeep
wing:	live, window
kind:	kite , touch
read:	must, rope
vine:	vase , neck

Onsets – Primary Teacher Perspective

Skills: Onset
(Primary, Wk 7 p.19)

Wednesday

- Teacher says the word.
- Students repeat the word and isolate the onset.
 - If the onset is a vowel, students identify it as a short or long vowel sound.
 - Students say sound, not letter name.

episode	/e~/ *
volunteer	/v/
garage	/g/
itchy	/i~/*
gigantic	/j/

Onset Classroom Example



Lisa Mumma - Heggerty Lesson - Grade 1 Week 22, Monday

Activity 3.5

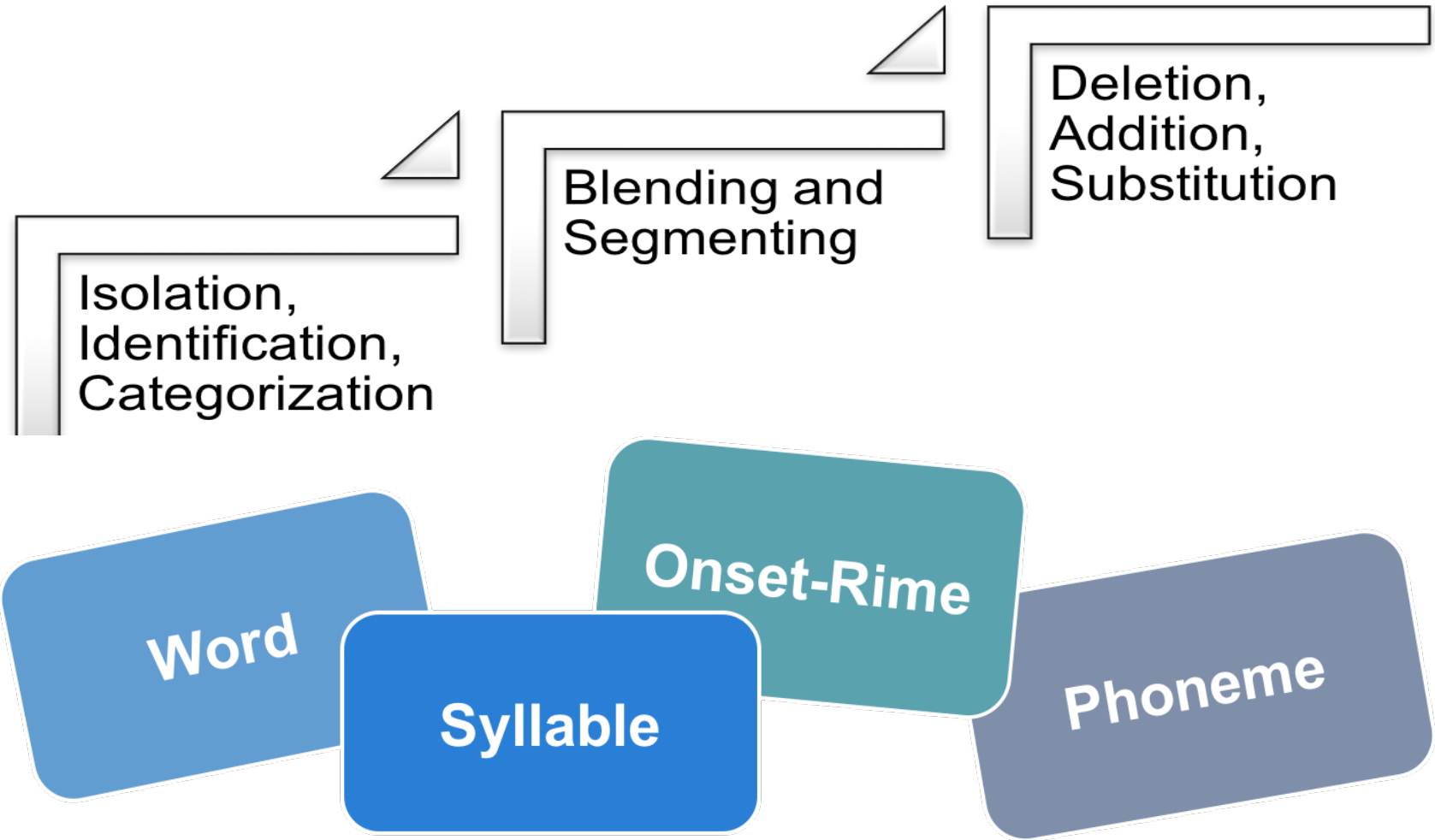
Onset Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

Blending Lesson Components

- Blending individual words into **compound words** (k and primary p. 1)
- Blending **syllables** into spoken words (k, p. 13: primary p. 7)
- Blending **onset with rime/body-coda** into spoken words (k, p. 25/31: primary 13/19)
- Blending Phonemes with Elkonin Boxes (k, p. 37)
- Blending **phonemes** into spoken words (k, 40: primary, p. 22)

Reminders: Phonological Awareness



Blending Hand Motions



Hand Motions: Blending (Phonemic Awareness Skills)

Blending – K Teacher Perspective

Skills:Blending
(K, Wk 7,p.19)

Wednesday

- Teacher says the syllables.
- Students repeat the syllables and blend them together to say the whole word.
- Students count the number of syllables in each word and say the number aloud.

ex: T: use - ful

S: use - ful, useful, 2

bu-na-nu	banana(3)
spo-ken	spoken (2)
hab-i-tat	habitat (3)
ex-plain	explain (2)
squirt-ed	squirted (2)
pop-u-lar	popular (3)
cra-dle	cradle (2)
diff-er-ent	different (3)
lo-tion	lotion (2)
cam-pus	campus (2)

Blending Classroom Example



Shawnee Lenovich - Heggerty Lesson - Grade 1 Week 14, Wednesday

Blending – Primary Teacher Perspective

Skills:Blending
(Primary, Wk 7,p.19)

Wednesday

Focus on final sounds

- Teacher says the beginning of the word and the isolated ending sound.
- Students say the whole word.

ex. T: lif - t
S: lift

lum-p

lump

hun - t

hunt

sif - t

sift

cam - p

camp

sen - d

send

ban - d

band

til - t

tilt

jum - p

jump

ten - t

tent

Activity 3.6

Blending Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

K: Isolating Final or Medial Phoneme

Lesson Components

Kindergarten:

- Isolating final phonemes in spoken words p. 1
- Identifying same final phonemes in a series of spoken words p. 13
- Isolating medial phonemes in spoken words p. 37
- Phoneme Location: Identifying a blend/digraph as the initial, medial or final sound p. 85

Primary: Isolating Final or Medial Phoneme

Lesson Components

Primary:

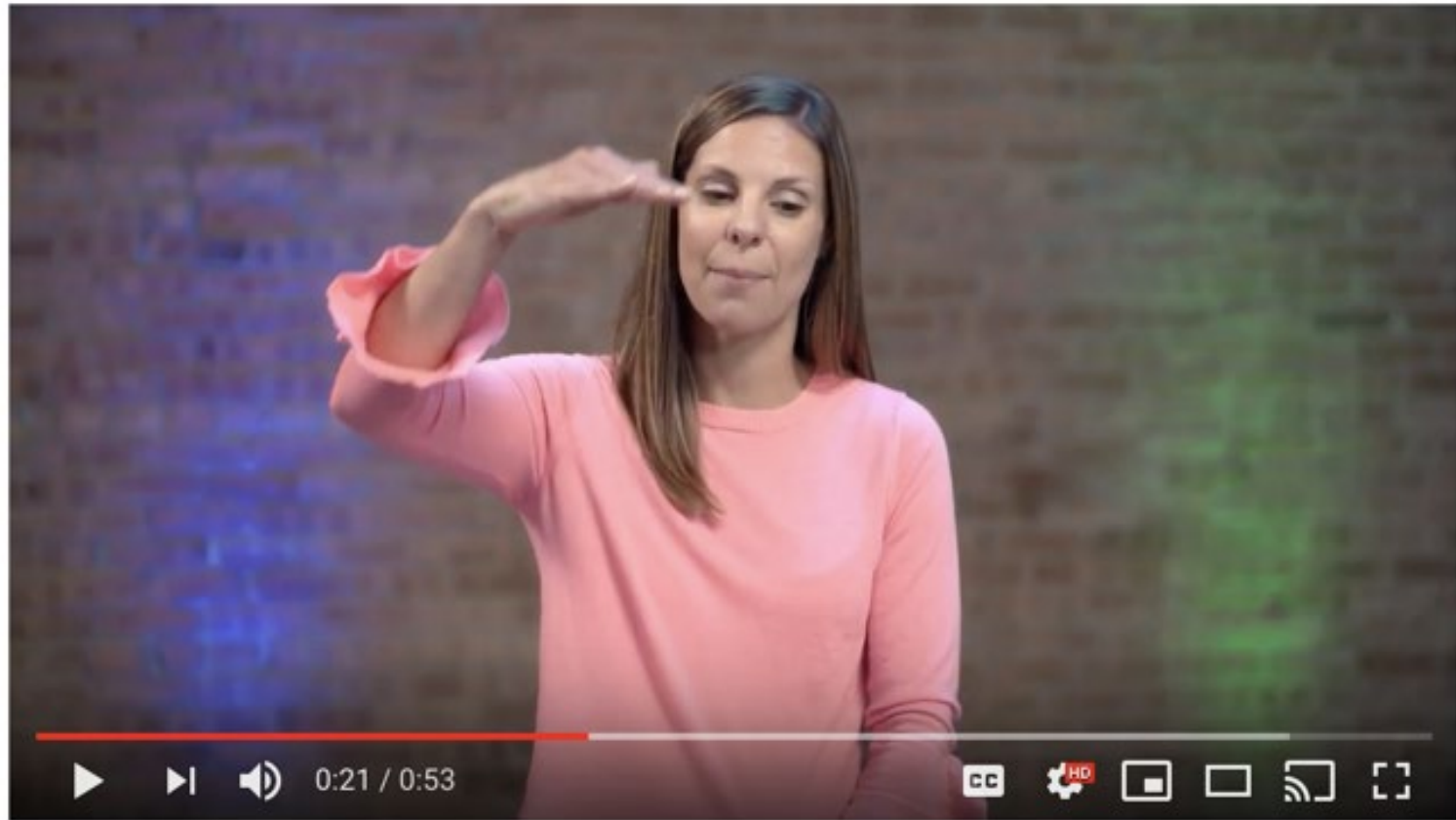
- Isolating final phonemes in spoken words (p. 1)
- Isolating medial phonemes in spoken words (p. 28)
- Phoneme Categorization (p. 25)
- Isolating final syllables in spoken words (p. 94)
- Phoneme Location (p. 37)

Isolating Final Phonemes Hand Motions



Hand Motions: Final Sounds (Phonemic Awareness Skills)

Isolating Medial Phonemes Hand Motions



Hand Motions: Medial Sounds (Phonemic Awareness Skills)

Final & Medial – K Teacher Perspective

Skills: Blending
(Primary, Wk7,p.19)

Wednesday

- Teacher says word
- Students repeat the word using the roller coaster hand motion, and isolate the medial sound

ex. T: bat

S: bat, /a/

sip	/i/
ham	/a/
rack	/a/
big	/i/
man	/a/
lick	/i/
gap	/a/

Medial Sound Classroom Example



Emily Doyle - Kindergarten Heggerty Lesson Week 21, Thursday

Final & Medial – Primary Teacher Perspective

Skills: Final and Medial
(Primary, Wk7,p.19)

Wednesday

- Teacher read each sentence
- Students isolate the repeated final sound

ex. T: Dad tried hard
S: /d/

Will Jill still fall?	/l/
Big frog dug.	/g/
Pat got wet.	/t/
Don won ten.	/n/
Jay may play.	/a/
Dad called Ted.	/d/
Liz rides cows.	/z/

Activity 3.7

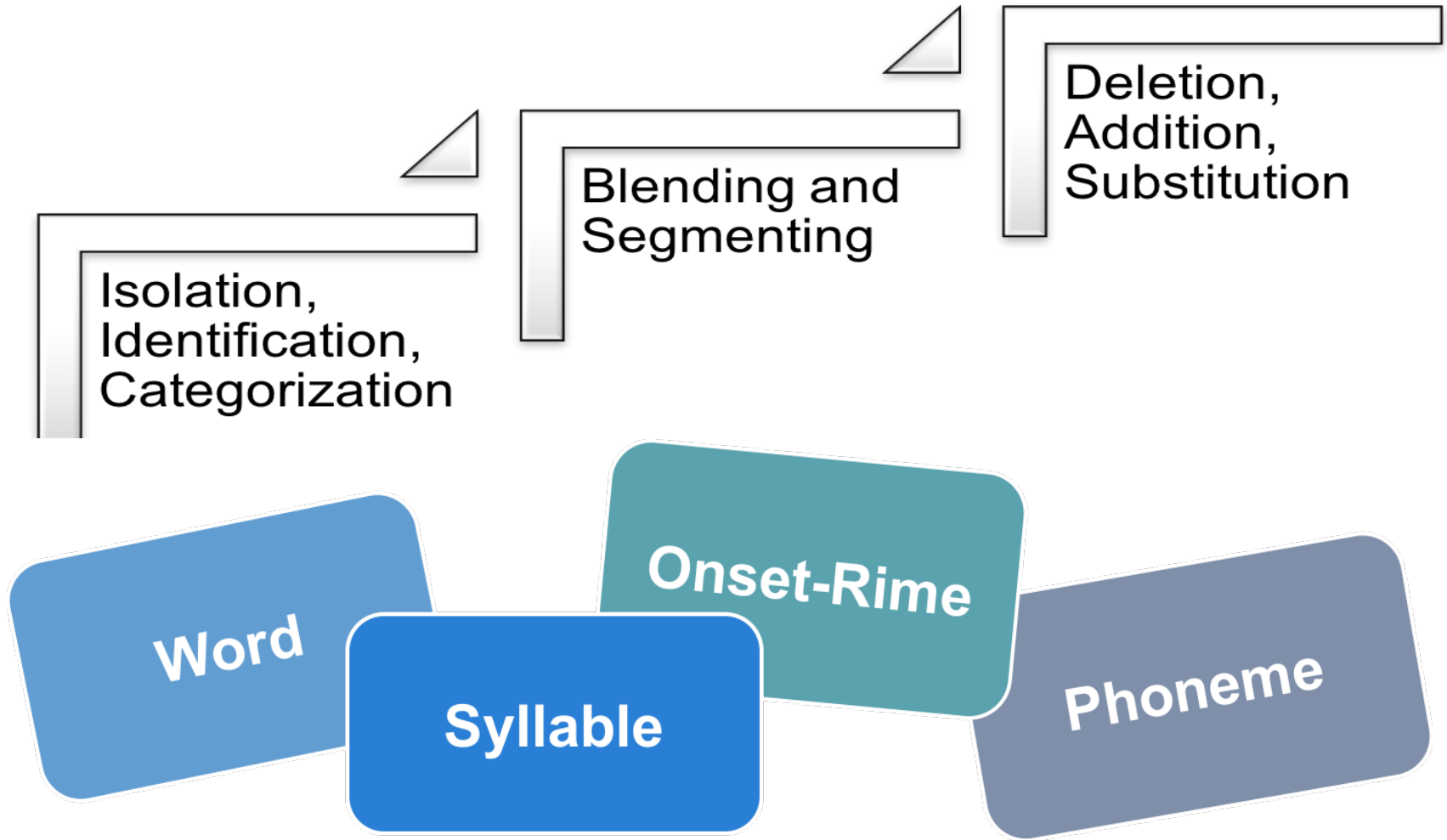
Final and Medial Phonemes Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

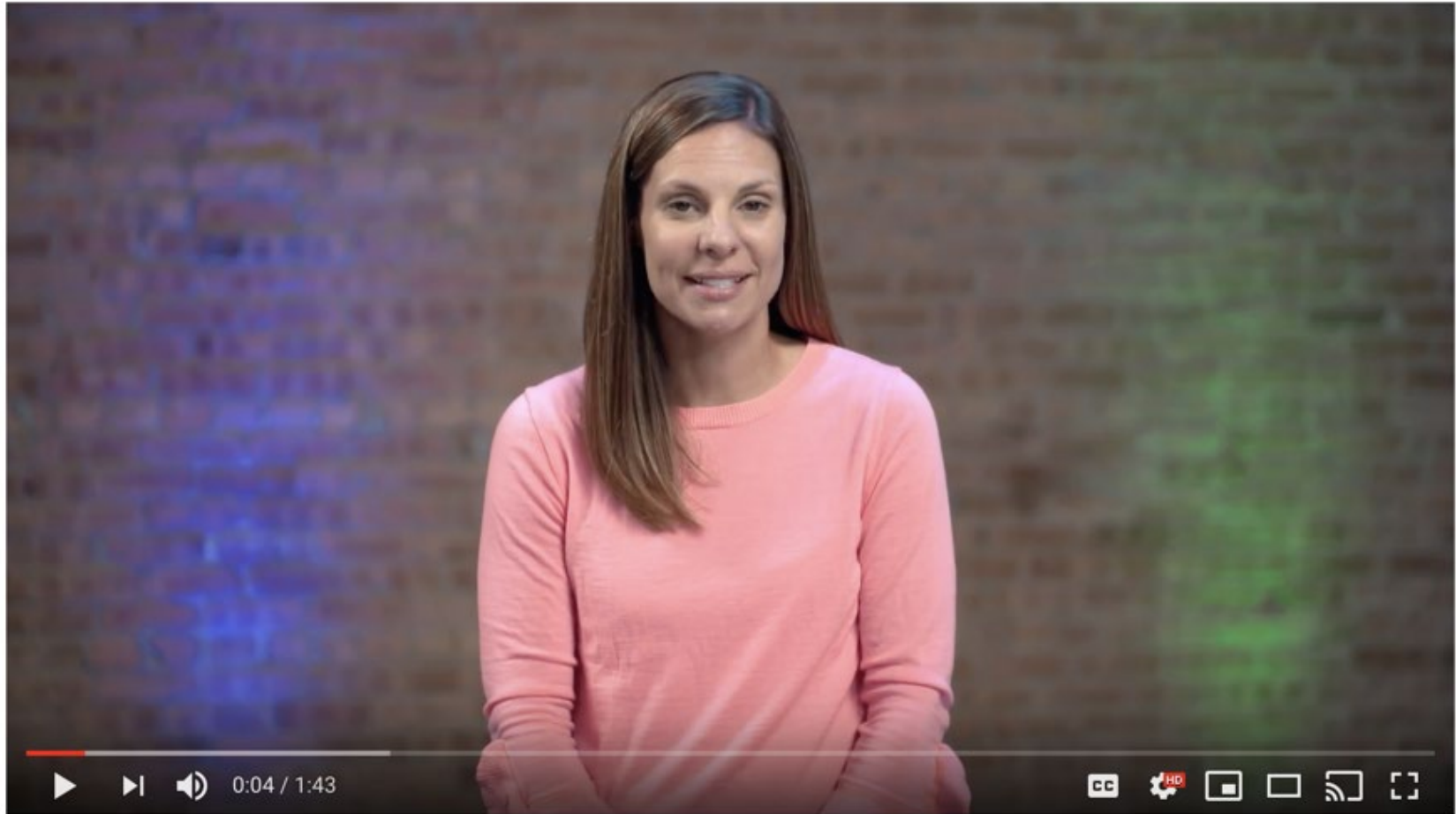
Segmenting Lesson Components

- Segmenting individual words in **compound words** (k, p. 2, primary p. 2)
- Segmenting **syllables** in spoken words (k, p. 14; primary, p. 8)
- Segmenting **onset and rime** in spoken words (k, p. 26; primary, p. 14)
- Segmenting **phonemes** in spoken words (k, p. 38; primary, p. 23)

Reminder: Where does Segmenting Fit?



Segmenting Hand Motions



Hand Motions: Segmenting (Phonemic Awareness Skills)

Segmenting – K Teacher Perspective

Skill: Segmenting
(K, Wk7,p.20)

Wednesday

- Teacher says the whole word
- Students repeat the word & segment it into syllables, and count syllables.

ex. T: fantastic

S: fantastic, fan-tas-tic, 3

flexible	flex-i-ble	(3)
biggest	big-est	(2)
successful	suc-ses-ful	(3)
glitter	glit-er	(2)
trampoline	tramp-o-len	(3)
handle	han-dle	(2)
recommend	rec-u-mend	(3)
Friday	Fri-day	(2)
hamburger	ham-bur-ger	(3)
whispering	whis-per-ing	(3)

Segmenting – Primary Teacher Perspective

Skill: Segmenting
(Primary, Wk7, p.19)

Wednesday

- Teacher says the whole word
- Students repeat the word & segment it into onset and rime..

ex. T: lump

S: lump, l – ump

*Students say sounds, not letter names

best	b - est
sing	s - ing
bend	b - end
last	l - ast
bunch	b - unch
shock	sh - ock
next	n - ext
bunk	b - unk
rent	r - ent
land	l - and

Segmenting Classroom Example



Shawnee Lenovich - Heggerty Lesson - Grade 1 Week 14, Wednesday

Activity 3.8

Segmenting Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

K: Adding Lesson Components

Kindergarten:

- Adding words to make compound words (p. 2)
- Adding syllables to words or word parts (p. 14)
- Adding initial phonemes to spoken words (p. 26)
- Adding final phonemes or syllables to spoken words (p. 95)

Primary Adding Lesson Components

Primary

- Adding words to make compound words (p. 2)
- Adding syllables to words or word parts (p. 8)
- Adding initial phonemes to spoken words (p. 14)
- Adding final phonemes to spoken words (p. 56)
- Adding a rime to the end of a word (p. 59)
- Adding the second phoneme to make a consonant blend (p. 74)

Adding Hand Motions



Hand Motions: Adding (Phonemic Awareness Skills)

Adding Words – K Teacher Perspective

Skill: Segmenting
(K, W1, p. 2)

Wednesday

- Teacher says the word
- Students repeat the word
Teacher says add /*/ at the beginning/end and the word is?

ex. T: snow

S: snow

T: Add /ball/ at the end and the word is?

S: snowball

head- /ache/ headache
head- /phones/ headphones
head- /light/ headlight
head- /band/ headband
head- /stand/ headstand

Adding Words – Primary Teacher Perspective

Skill: Segmenting
(Primary, Wk7, p.20)

Wednesday

- Teacher says rime.
- Students repeat the rime.
Teacher says add /*/ at the beginning/end and the word is?

Ex. T: amp

S: amp

T: Add /r/ at the beginning
and the word is?

S: ramp

Rime	Add	Response
-ix	/f/	fix
-ice	/d/	dice
-ache	/l/	lake
-ock	/r/	rock
-uch	/m/	much
-ill	/w/	will
-em	/j/	gem

Adding Classroom Example



Khristina Renninger - Heggerty Lesson - Grade 1 Week 22, Thursday

Activity 3.9

Adding Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

Kindergarten Deleting Lesson Components

Kindergarten

- Deleting words from compound words (p. 2)
- Deleting syllables from spoken words (p. 14)
- Deleting initial phonemes from spoken words (p. 26)
- Deleting final phonemes from spoken words (p. 95)

Primary Deleting Lesson Components

Primary

- Deleting words from compound words (p. 2)
- Deleting syllables from spoken words (p. 8)
- Deleting initial phonemes from spoken words (p. 14)
- Deleting final phonemes from spoken words (p. 56)
- Deleting the rime from the end of a spoken word (p. 59)
- Deleting the second phoneme from a consonant blend (p. 74)

Deleting Hand Motions



Hand Motions: Deleting (Phonemic Awareness Skills)

Deleting Words – K Teacher Perspective

Skill: Segmenting
(K, Wk1 p.2)

Wednesday

- Teacher says word. Students repeat the word. Teacher says, “Without /*/ what’s left is?”

Ex. T: anyway

S: anyway

T: Without /any/, what’s left is?

S: way

Hand motions: Open palms

Delete from the beginning:

Word	Without	Response
<u>play</u> time	/play/	time
<u>play</u> house	/play/	house
<u>play</u> ground	/play/	ground
<u>play</u> thing	/play/	thing
<u>play</u> room	/play/	room

Deleting Words – Primary Teacher Perspective

Skill: Segmenting
(primary, Wk7 p.20)

Wednesday

- Teacher says the word.
Students repeat the word .
Teacher says, “Without /*/,
what’s left is?”

Ex. T: help
S: help
T: Without /h/, what’s left
is?
S: elp
Hand motions: Open palms

Delete from the beginning:

Word	Without	Response
<u>c</u> ape	/k/	ape
<u>s</u> ide	/s/	ide
<u>r</u> amp	/r/	amp
<u>j</u> oke	/j/	oke
<u>m</u> en	/m/	en
<u>c</u> ube	/k/	ube
<u>r</u> ope	/r/	ope
<u>t</u> an	/t/	an
<u>b</u> ite	/b/	ite

Deleting Classroom Example



Pam Saylor - Kindergarten Heggerty Lesson Week 29, Thursday

Activity 3.10

Deleting Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

Kindergarten Substituting Lesson Components

Kindergarten:

- Substituting a **word or syllable** in 2 and 3 syllable words (p. 3)
- Substituting the **initial phoneme** in spoken words (p. 27)
- Substituting the **final phoneme** in spoken words (p.90)
- Substituting the **medial phoneme** in spoken words (p. 99)

Primary Substituting Lesson Components

Primary:

- Substituting a **word or syllable** in 2 and 3 syllable words (p. 3)
- Substituting the **initial phoneme** in spoken words (p. 15)
- Substituting the **rime** in spoken words (p. 54)
- Substituting the **final phoneme** in spoken words (p. 60)
- Substituting the **medial (vowel) phoneme** in spoken words (p. 75)
- Substituting the **second letter of a consonant blend** in spoken words (p. 93)

Substituting Hand Motions



Hand Motions: Substituting (Phonemic Awareness Skills)

Substituting –K Teacher Perspective

Skill: Segmenting
(K, Wk1 p.3)

Wednesday

- Teacher says the word.
Students repeat the word .
Teacher says, “Change the
/*/ to /*/ and the word is?

Ex. T: anyone

S: anyone

T: Change /one/ to /thing/
and the word is?

S: anything

Hand motions – two closed fists

<u>Word</u>	<u>Change</u>	<u>Response</u>
snow <u>suit</u>	/ball/	snowball
snow <u>ball</u>	/flake/	snowflake
snow <u>flake</u>	/man/	snowman
snow <u>man</u>	/storm/	snowstorm
snow <u>storm</u>	/suit/	snowsuit

Substituting – Primary Teacher Perspective

Skill: Segmenting
(primary, Wk7 p.21)

Wednesday

- Teacher says the word.
Students repeat the word .
Teacher says, “Change the
/*/ to /*/ and the word is?

Ex. T: ham

S: ham

T: Change /h/ to /j/ and the
word is?

S: jam

Hand motions – two closed fists

Word	Change to	Response
land	/b/	band
band	/s/	sand
sand	/h/	hand
hand	//	land
land	/t/	tanned
neat	/s/	seat
seat	/f/	feet
feet	/sh/	sheet
sheet	/b/	beat
beat	/m/	meet

Substituting Classroom Example



Khristina Renninger - Heggerty Lesson - Grade 1 Week 22, Thursday

Activity 3.11

Substituting Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

K – Letter Naming with Sounds

Week 1-20

Using flashcards, show the letters and say: “Letter is ____.
Sound is ____.”

(Begins in ABC order, week 6 begins out of order)

Week 23-24

Add digraphs

Week 25-28

Add L blends, add S blends, add R blends

Week 29-35

Review of all letters, digraphs and blends

Primary – Letter Naming with Sounds

Week 1-7

Alphabet review (including the multiple sounds for some letters – name & sounds, hard & soft sounds of c and g, multiple sounds sounds for y, s)

Week 8-18

Consonant blends & digraphs and long & short Vowels

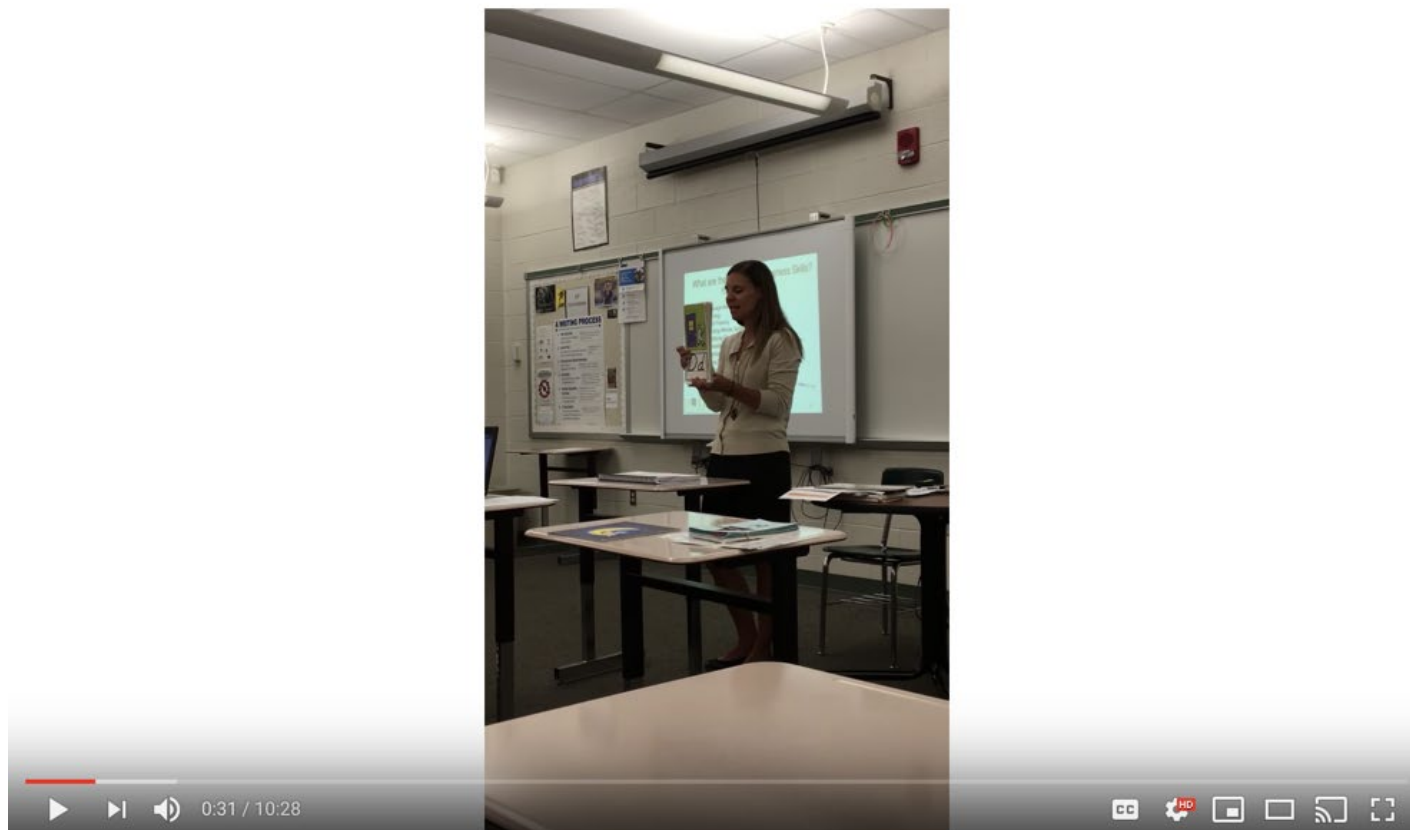
Week 19-26

R-controlled vowels & advanced vowels: au, aw, au, ou, ow, oi, oy, oo

Week 27-35

Teacher's choice for review

K Letter Names and Sounds Example



Heggerty Lesson Demonstration

4,939 views • Aug 30, 2017

LIKE DISLIKE SHARE SAVE ...

Primary Example



Cathy Hassman - First Grade Lesson Heggerty Lesson Week 15, Wednesday

Increasing Language Awareness

- Repeating a sentence and counting words (K, Weeks 1-9: Primary, Weeks 1-6)
- Repeating sentences from nursery rhymes and separating into individual spoken words (K, Weeks 10-33)
- Nursery Rhymes (Primary: Weeks 7 & 8)

Increasing Language Awareness Continued

- Repeating a sentence
- Breaking a sentence into separate, spoken words
- Clapping words in a sentence
- Counting words in a sentence

Nursery Rhyme Example



Activity 3.12

Early Literacy Skill Practice

- 1. Acquisition:** Experience this lesson component as a student first.
- 2. Accuracy:** Work with your partner to develop your instructional delivery of this section.
- 3. Automaticity:** Put it into practice with your assigned group –stand and deliver practice.
- 4. Do You Own This Skill?**

Activity 3.13

As we watch the classroom example, look for examples of the following:

- Hand motions used by teacher
- Students know the routine & understand directions
- Clear & concise teacher language
- Multiple opportunities for students to respond
- Error Correction
- Opportunities to improve the lesson

Classroom Full Lesson Example



Joela Mbuu - Heggerty Lesson - Grade 1 Week 25, Monday

4.0 The Who: Linking Program to Data

It is a beautiful thing.

In Module 4.0, We Will...

- Provide ideas on how to use Acadience assessment tools to guide implementation of Heggerty
- Encourage you to OPEN your Acadience student booklets to analyze response patterns
- Share assessment resource from the Heggerty program that will provide additional information to help determine a focus for instruction

Acadience Reminders

- A benchmark score is the lowest level of okay
 - There is great power in opening student booklets to reveal response patterns. Being benchmark on FSF or PSF doesn't mean they fully own that skill. Check...
- Use the response patterns to help determine the level of need for your classroom, groups or individuals

Acadience FSF Data

1 DIBELS® First Sound Fluency
Progress Monitoring 1

Test Items	Correct/2 points	Correct/1 point		Incorrect
1. knob	/n/	/no/		0
2. jam	/j/	/ja/		0
3. throat	/th/	/thr/	/throa/	0
4. slow	/s/	/sl/		0
5. shelves	/sh/	/she/		0
6. slice	/s/	/sl/	/slie/	0
7. time	/t/	/tie/		0
8. sports	/s/	/sp/	/spor/	0
9. chance	/ch/	/cha/		0
10. plot	/p/	/pl/	/plo/	0
11. skate	/s/	/sk/	/skal/	0
12. sand	/s/	/sa/		0
13. dropped	/d/	/dr/	/dro/	0
14. loud	/l/	/low/		0
15. storm	/s/	/st/	/stor/	0
16. peak	/p/	/pea/		0
17. smash	/s/	/sm/	/sma/	0
18. tree	/t/	/tr/		0
19. fair	/f/	/fe/		0
20. dad	/d/	/da/		0
21. smooth	/s/	/sm/	/smoo/	0
22. clean	/k/	/kl/	/klea/	0
23. cheer	/ch/	/chi/		0
24. nine	/n/	/nie/		0
25. space	/s/	/sp/	/spa/	0
26. dirt	/d/	/der/		0
27. creek	/k/	/kr/	/krea/	0
28. zoom	/z/	/zoo/		0
29. call	/k/	/ko/		0
30. scarf	/s/	/sk/	/skar/	0

2-pt responses: 8
 x 2: 16 + 1-pt responses: 10 = Total: 26



Acadience PSF Data

/laf/

- Student repeats the word
- Early Phonological Awareness scaffolding toward basic

l / af/

- Student says onset/rime
- Scaffold toward basic phonemic awareness

l / a / f

- Student says each sound in the word
- Apply to more difficult word patterns

Heggerty PA Assessment

“The information gathered from the assessment is meant to **inform the teacher’s instruction**, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the **“Beginning” range for any skill would receive additional support and intervention**, especially if the curriculum is being implemented in the Tier 1 core curriculum. At the beginning of a school year, this Baseline assessment can be used to determine intervention needs, but some students enter school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons. “

www.heggerty.org

Phonemic Awareness Skills Assessment: K

Phonemic Awareness Skills Assessment: Kindergarten

Skill 5: Onset Fluency: Isolate the Initial Phoneme

CCSS.ELA-LITERACY.RF.K.2.D

Teacher Administration Directions: *Tell me the first sound you hear in each of the words.* Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers provided.

Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.

1. mad _____ /m/	5. dig _____ /d/	9. lamp _____ /l/	_____ /10
2. rock _____ /r/	6. fish _____ /f/	10. bike _____ /b/	
3. pet _____ /p/	7. kite _____ /k/		
4. hot _____ /h/	8. seal _____ /s/		

Skill 6: Blending Compound Words & Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: *I will say two words or two word parts. You will blend the words together and tell me the big word.* Teacher says the word parts, pausing between the two. The student responds with the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. foot... ball _____	5. sun...glasses _____	9. wig-gle _____
2. out...side _____	6. win-dow _____	10. par-ty _____

<https://www.hegerty.org/download-assessments-and-resources>

A Real Life Example – Pre & Post

Rhyming 10	Blending Onset 10	Segment Onset 10	Initial Sound 10	Blending Word Parts 10	Segmenting Word Parts 10	Final Sounds 10	totals	LN Upper Case 26
							0	12
7	9	8	8	9	5		46	23
10	10	9	7	10	10	2	58	16
10	9	1	8	10	10	8	54	24
10	3	0	7	10	10	6	46	25
10	1	0	10	10	10	5	46	18
7	0	0	7	10	4			
10	10	7	9	10	7			
4	1	1	7	10	10			
9	10	10	10	10	10			
9	10	10	10	10	10			
10	10	10	9	10	10			
9	10	10	10	10	10			
7	2	0	3	4	9			
4	0	0	0	0	4			
4	10	7	10	10	10			
10	10	9	9	10	10			
10	4	0	9	10	10			
10	3	4	4	10	10			
7	8	3	8	10	10			
8	10	5	9	10	5			

WN Teacher	Initial Sound 5	Final Sound 5	Medial Sounds 10	Blending Phonemes 10	Segmenting Words 10	PA Total 40	Reading CVC 10	Reading Digrap 10
AC	5	5	10	10	10	40	9	10
AC						0		
AC	4	5	10	10	10	39	10	10
AC						0		
AG	5	3	9	9	10	36	9	7
AG	3	5	10	10	10	40	9	7
AG	5	5	10	9	10	39	9	8
DF	5	5	10	10	10	40	10	9
DF	5	5	10	10	10	40	9	4
DF	5	5	10	10	10	40	8	2
FD	5	5	9	9	10	38	8	2
FD	5	4	9	10	7	35	10	1
FD	3	3	10	9	9	34	9	9
FD	5	5	9	10	4	36	7	4
HET						0		5
HET						0		
HET	5	5	10	10		40	10	6
HET	5	5	10	10	10	40	10	8
PH	5	5	10	10	10	40	8	7
PH	5	5	10	8	10	38	10	10
PH	5	5	10	10	10	40	10	10

D. Frieben, Portage Public Schools.

Core vs. Intervention

Core Whole Group

- Includes all students
- 10-15 minutes daily
- The entire lesson

Core Small Group

- Includes students who are identified as needing additional support
- Parts of the lesson (repeated parts)

Intervention

- Teach components students need at the beginning of the group
- Utilize the Heggerty assessment to determine group needs

Adaptation Possibilities

- Teach the lesson twice, once in the morning & once in the afternoon
- Pre-teach lesson to struggling students before the whole class lesson
- When first learning routines:
 - teach fewer words
 - teach one page of the lesson one day & the second page the next day

Closing Review

T or F

- If students can accurately attach sounds to symbols, no further phonemic awareness skill is needed
- Heggerty is meant only for intervention instruction
- Hand signals are used by the teacher and students may do them if they so choose

References

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End of Day Evaluation